



Ringway Primary School

Inspection Report

Unique Reference Number 131931
Local Authority Manchester
Inspection number 293892
Inspection dates 5–6 February 2007
Reporting inspector Kevin Johnson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Rossett Avenue
School category	Community		Cornishway, Wythenshawe
Age range of pupils	3–11		Manchester M22 0WW
Gender of pupils	Mixed	Telephone number	0161 4371899
Number on roll (school)	216	Fax number	0161 4371899
Appropriate authority	The governing body	Chair	Ms R Brett
		Headteacher	Mr G Aspinall
Date of previous school inspection	26 February 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school on the southern outskirts of Manchester. It is located in an area of mostly local authority housing, though some private housing has been built recently. The school is in an area of significant social need. The proportion of pupils known to be eligible for free school meals is well above the national average. A slightly higher than average number of pupils have learning difficulties and/or disabilities. The school has worked with Sure Start to establish a children's centre on site. Pupils come from mainly White British backgrounds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school in which pupils are exceptionally well cared for and where their personal development thrives. Inclusion is central to the school's aims, and consequently its work is firmly set on meeting pupils' individual needs. Parents are overwhelmingly appreciative of its work and of its high profile within the community. Attendance, however, is not as good as it could be. Although the school works closely with the local authority and provides incentives for pupils to attend regularly, the impact is limited and a significant number still miss out on some of their learning. When in school pupils enjoy themselves and most demonstrate positive attitudes to lessons and the exciting range of activities outside of the classroom. Their good behaviour stems from the trusting relationships they have with others: this makes them feel safe. Pupils show concern for others and older pupils take care of the younger ones at lunchtime. Their understanding of the benefits of a healthy lifestyle is amply illustrated by their enthusiasm for sports, organised lunchtime activities and the enterprising healthy tuck shop which they organise and manage themselves. Pupils also show that they are becoming good citizens by being involved in projects designed to improve their environment both in school and in the locality around it.

Pupils, including those with learning difficulties and/or disabilities achieve well. When they start in the Foundation Stage children's attainment is well below that expected for their age. Good teaching with much stimulating, practical learning helps them to make good progress by the time they start Year 1. Progress through Key Stage 1 is satisfactory and is good in Key Stage 2 so that by the end of Year 6 standards are average in English and science and pupils exceed challenging targets in mathematics. The school recognises that standards in writing have faltered and staff are working hard to tackle this. A structured programme has been introduced, and although at an early stage it is beginning to show some promising results. Teaching is good overall but the quality is not consistent across the school. In all lessons, teachers establish good relationships with pupils and encourage them to become confident learners. There are times when learning lacks pace and urgency and pupils do not complete all that has been planned for them.

There is a rich curriculum which challenges pupils well and successfully promotes personal development. Pupils particularly enjoy Spanish lessons and are beginning to make good use of the much improved provision for information and communication technology (ICT).

Good leadership and management have firmly established Ringway as a successful community school. Issues from the previous inspection have been dealt with effectively and standards in Year 6 show a continuing upward trend with the school's best ever results in 2006. Improvements in curriculum provision and developments in the Foundation Stage also demonstrate the school's good capacity to improve. Staff and governors know their school well and evaluate most aspects of its work accurately. The school provides good value for money.

What the school should do to improve further

- Ensure that teaching and learning are consistently good throughout the school.
- Evaluate the impact of current strategies used to improve attendance.

Achievement and standards

Grade: 2

When children start in the Nursery their skills are well below those expected for their age. Pupils achieve well overall as they progress through the school and reach average standards by the end of Year 6. Well planned activities and good support for personal development and learning mean that by the time children leave Reception they are approaching average levels in most of the areas of learning. They generally make fewer gains in language and literacy skills. Progress through Key Stage 1 is satisfactory though results fell in 2006 reflecting a higher proportion of lower attaining pupils in the cohort. Prior to that, standards had shown a sharp rise and were close to average in reading, writing and mathematics. Standards at Key Stage 2 show an upward trend over the past three years and the proportion reaching level 5 in all subjects has improved steadily. Strong leadership in mathematics has promoted good improvement and has given the subject a high status in the school. A break in the continuity of leadership in English has meant that progress, especially in writing, has not been as rapid as the school hoped, but this is now being rectified.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Relationships are outstanding and pupils show genuine concern for one another. They behave well in lessons and around the school and are always polite and cheerful. Attendance, however, is below average. Pupils know how important diet and exercise are in helping to stay healthy. They are also aware of the dangers of drugs and other substances and understand the benefits of secure relationships with regard to their personal safety and well-being. Through many projects and initiatives undertaken, pupils contribute to the welfare of others in the community. Under the guidance of the school council they help keep their school clean and tidy. Pupils look after communal areas and pathways in the locality and join with other schools to support the building of a school in Zambia. These important life skills, combined with a solid grounding in literacy, numeracy and ICT, stand pupils in good stead for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Excellent relationships in lessons make pupils feel safe and confident. Teachers use praise and encouragement very well to build self-esteem so that pupils try their best. Staff members have high expectations and plan work which challenges all abilities appropriately. Teaching assistants work skilfully alongside teachers and make a valuable contribution to pupils' progress. They are particularly effective in helping those with learning difficulties and/or disabilities make good progress towards their individual targets. Teachers use questioning well to ascertain what pupils have learned but there is scope to involve pupils more in assessing their own progress. For example, targets are sometimes written in language which is not easy for pupils to understand. On occasions, pace in lessons is not rapid enough to ensure that all learning targets are met.

Curriculum and other activities

Grade: 2

Although the school's evaluation of its curriculum is generous it still provides a rich range of activities which effectively meet pupils' needs. The good focus on basic skills helps pupils achieve well. Good teaching of phonics, for example, results in pupils progressing well in reading. The Foundation Stage curriculum is planned well and there are some exciting opportunities for learning. Good provision for the most able pupils ensures that they are suitably challenged. For example, a group is currently working with the local radio station on a play which they hope to perform. The range of enriching themes and special activities to promote learning and personal development is exceptional. Specialist tutors and instructors lead sessions in sports, ICT, music and circus skills, for example, and these are accessible to all age groups. However, teachers do not capitalise sufficiently on these first-hand experiences by using them as a creative stimulus for work in other areas, particularly writing.

Care, guidance and support

Grade: 2

Although this aspect is good overall, there are some outstanding features within it. The level of care provided for pupils is first rate and much appreciated by parents. It extends beyond the school day, beginning when many parents and their children attend the breakfast club. The outstanding quality of relationships between staff and parents strengthens pupils' feeling of security and contributes significantly to their achievement. The most vulnerable pupils are exceptionally well cared for because all staff members are very sensitive to pupils' particular needs. Pupils are safe in school because systems for protecting them are in place. The absence of bullying and racism is accepted as the norm. Academic support and guidance is not as strong as pastoral care. Whole-school systems for tracking progress to set targets are developing well

but guidance for pupils' day-to-day progress is not as effective. Often pupils do not understand their individual targets or know what to do to achieve them. The quality of teachers' marking is inconsistent. Too often pupils are not told what they have done well or what they need to do to improve.

Leadership and management

Grade: 2

The school is led and managed well. The headteacher, ably supported by senior staff and governors, has set clear direction for improvement and raised standards and achievement. The school provides a safe and friendly environment where the care of pupils is of paramount importance. Systems for monitoring the school's performance are effective. A close eye is kept on pupils' progress so that the school meets most of its challenging targets. Performance targets have been set and teaching and learning are monitored systematically to maintain quality and identify areas where support and development are needed. Governors regularly review the targets in the school improvement plan and challenge the school effectively in their role as critical partners. Though they know the school well, their own self-review has brought them to recognise the need to focus more sharply on the final impact of their decisions in order to get a clearer picture of progress. Finances are managed well and the school makes good use of any additional funding to enhance provision and promote learning and personal development.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You may remember that Mr Williams and I visited your school recently to find out how well you are learning. Thank you for making us feel so welcome and for being so friendly and cheerful. We really enjoyed talking to you and hearing what you had to say about how much you enjoy school. We think you have a good school and here are some of the things we think are special:

- the way the grown-ups take very good care of you
- your good behaviour, how polite you are and how you take care of one another
- how well you respect your teachers and always try to please them
- how your work is improving and especially the high standards achieved in mathematics
- the way your headteacher works hard to make school as exciting as possible for you
- the splendid job your school council does: it has certainly helped to make your school a great place to be.

We have asked your teachers to make your school even better by:

- making sure you always do as well as you can in every lesson
- thinking of better ways to encourage you come to school more regularly.

Thank you for again for helping us during the inspection. Good luck to you all and best wishes for the future.